**FOURTH GRADE ENVISION MATH CURRICULUM MAP**

**CANYONS SCHOOL DISTRICT**

**2010 – 2011**

There are many ways to organize curricula.

The challenge, now rarely met, is to avoid those that distort mathematics and turn off students. — Steen, 2007

William Schmidt and Richard Houang (2002) have said that content standards and curricula are coherent if they are:

articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential or hierarchical nature of the disciplinary content from which the subject matter derives. That is, what and how students are taught should reflect not only the topics that fall within a certain academic discipline, but also the **key ideas** that determine how knowledge is organized and generated within that discipline. This implies that to be coherent, a set of content standards must evolve from particulars (e.g., the meaning and operations of whole numbers, including simple math facts and routine computational procedures associated with whole numbers and fractions) to deeper structures inherent in the discipline. These deeper structures then serve as a means for connecting the particulars (such as an understanding of the rational number system and its properties).

For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is “a mile wide and an inch deep.” These Standards are a substantial answer to that challenge.

It is important to recognize that “fewer standards” are no substitute for focused standards. Achieving “fewer standards” would be easy to do by resorting to broad, general statements. Instead, these Standards aim for *clarity and specificity*.

**AUGUST (6 days)**

**TOPIC 1 – NUMERATION**

Topic 1 (2 days), Assessment & Review (4 days) No Common Formative Assessment/CFA & Differentiation (0)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| Assessment and Review | Placement Test & Basic Facts Timed Tests | 4 | \*Placement Test Master, Topic 1, page 68; Teacher Resource page 22A \*Basic Facts Timed Tests page 76-87; Teacher Resource page 22C \*Review key concepts from 3rd Grade |
| **Number and Operations Base Ten: Generalize place value understanding for multi-digit whole numbers.** 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. | **Topic 1**  1-1: Thousands | 1 |  |
| 4.NBT.2 | 1-2: Millions | 1 |  |
| NO CFA DATA ENTRY for August |  |  | NO CFA FOR AUGUST |

**SEPTEMBER (20 days)**

**TOPIC 1 – NUMERATION**

**TOPIC 2– ADDING AND SUBTRACTING WHOLE NUMBERS**

Topic 1 (5 days), Topic 2 (12 days), Common Formative Assessment/CFA & Differentiation (3 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| 4.NBT.2 | **Topic 1**  1-3:  Comparing and Ordering Whole Numbers | 1 |  |
| **Number and Operations Base Ten:  Generalize place value understanding for multi-digit whole numbers.**  4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place. | 1-4: Rounding Whole Numbers | 2 |  |
| **4.NF Understand decimal notation for fractions, and compare decimal fractions** **Measurement and Data** **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.** 4.MD.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. | 1-5 Using Money to Understand Decimals | 1 |  |
| **Operations and Algebraic Thinking  Use the four operations with whole numbers to solve problems** 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding | 1-7: Make an Organized List | 1 |  |
| Differentiation Days | Reteach or extend as needed | 1 | Days for reteaching/differentiating either before or after testing. |
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| 4.OA.3 and **Use place value understanding and properties of operations to perform multi-digit arithmetic** 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. | **Topic 2**  2-1: Number Sense: Using Mental Math to Add and Subtract | 1 | Algebra Connections (p. 31) could be used to enrich teaching and prepare for understanding of algebra. |
| 4.OA.3 and 4.NBT.4 | 2-2: Number Sense: Estimating Sums and Differences of Whole Numbers | 1 |  |
| 4.OA.3 | 2-3: Problem Solving: Missing or Extra Information | 1 |  |
| 4.NBT.4 | 2-4: Addition: adding whole numbers | 3 |  |
| 4.NBT.4 | 2-5: Subtracting: Whole Numbers | 3 |  |
| 4.NBT.4 | 2-6: Subtracting: Across Zeros | 2 | 4.NBT.4 |
| 4.OA.3 | 2-7: Problem Solving: Draw a Picture and Write an Equation | 1 | 4.OA.3 |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
| M-CBM TESTING WINDOW  (M-COMP & M-CAP) |  |  | SEPTEMBER 7th – 24th |
| CFA TESTING WINDOW |  |  | September 27th – October 8th |
| DATA ENTRY DUE DATE |  |  | October 8th |

**OCTOBER (17 days)**

**TOPIC 3 – MULTIPLICATION MEANING AND FACTS**

**TOPIC 4 – DIVISION MEANING AND FACTS**

Topic 3 (7 days), Topic 4 (7 days), Common Formative Assessment/CFA & Differentiation (3 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | **Topic 3**  3-1: Meanings of Multiplication | 3 |  |
| 4.NBT.5 | 3-2: Patterns for Facts | 1 | Basic multiplication facts should have been mastered in 3rd grade, but may need Tier 2 support; fact strategies should be worked on throughout the year. |
| 4.NBT.5 | 3-3: Multiplication Properties | 2 |  |
| 4.OA.3 | 3-7: Draw a Picture and Write an Equation | 1 |  |
| Differentiation Days | Reteach or extend as needed | 1 | Days for reteaching/differentiating either before or after testing. |
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| 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | **Topic 4**  4-1: Meanings of Division | 3 |  |
| 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. | 4-2: Division: Relating Multiplication and Division | 1 |  |
| 4.NBT.6 | 4-3: Special Quotients | 1 |  |
| 4.OA.1 | 4-4: Using Multiplication Facts to Find Division Facts | 1 |  |
| 4.OA.3 | 4-5: Draw a Picture and Write an Equation | 1 |  |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | October 25th – November 4th |
| DATA ENTRY DUE DATE |  |  | November 4th |

**NOVEMBER (16 days)**

**TOPIC 5 – MULTIPLYING BY 1-DIGIT NUMBERS**

**TOPIC 6 – PATTERNS AND EXPRESSIONS**

Topic 5 (8 days), Topic 6 (4 days), Common Formative Assessment/CFA & Differentiation (4 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| 4.NBT.1 and 4.NBT.5 | **Topic 5**  5-1: Multiplying by Multiples of 10 and 100 | 1 | This is the only lesson in Envision that covers 4.NBT.1 and needs to be more explicitly taught. Teacher will need to ensure that students understand this place value concept and give examples of how this works. |
| 4.NBT.5 and 4.OA.3 | 5-2: Using Mental Math to Multiply | 1 |  |
| 4.NBT.3 and 4.NBT.5 and 4.OA.3 | 5-3: Using Rounding to Estimate | 1 |  |
| 4.OA.3 | 5-4: Reasonableness | 1 |  |
| 4.NBT.5 | 5-5: Using an Expanded Algorithm | 1 | Algebra Connection (p. 109) could be used to enrich teaching and prepare for understanding of algebra. |
| 4.NBT.5 | 5-6: Multiplying 2 Digit by 1 Digit Numbers | 2 | Algebra Connection (pg. 113) could be used during these days. |
| 4.NBT.5 | 5-7: Multiplying 3 Digit by 1 Digit Numbers | 1 | The core states that students must multiply up to 4-digit by 1-digit numbers.  There are not examples of this in the text.  Teachers should provide examples and practice of this skill for students. |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
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| **Generate and analyze patterns.** 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. | **Topic 6**  6-1: Algebra: Variables and Expressions | 1 |  |
| 4.OA.5 | 6-2: Algebra: Addition and Subtraction Expressions | 1 |  |
| 4.OA.5 | 6-3: Algebra: Multiplication and Division Expressions | 1 |  |
| 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. | 6-4: Problem Solving: Use Objects and Reasoning | 1 |  |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | November 29th – December 10th |
| DATA ENTRY DUE DATE |  |  | December 10th |

**DECEMBER (13 days)**

**TOPIC 7 – MULTIPLYING BY 2-DIGIT NUMBERS**

**TOPIC 8 – DIVIDING BY 2-DIGIT NUMBERS**

Topic 7 (7 days), Topic 8 (4 days), Common Formative Assessment/CFA & Differentiation (2 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| 4.NBT.5 and 4.OA.3 | **Topic 7**  7-1: Mental Math to Multiply 2-Digit Numbers | 1 |  |
| 4.NBT.3 and 4.NBT.5 and 4.OA.3 | 7-2: Estimating Products | 1 |  |
| 4.NBT.5 | 7-3: Arrays and an Expanded Algorithm | 1 |  |
| 4.NBT.5 | 7-4: Multiplying 2 Digit Numbers by Multiples of 10 | 1 |  |
| 4.NBT.5 | 7-5: Multiplying 2 Digit by 2 Digit Numbers | 2 |  |
| 4.OA.3 | 7-7: Two-Question Problems | 1 |  |
| Differentiation Days | Reteach/Extend as needed | 1 | Days for reteaching/differentiating either before or after testing. |
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| 4.NBT.6 and 4.OA.3 | **Topic 8**  8-1: Using Mental Math to Divide | 1 |  |
| 4.NBT.3 and 4.NBT.6 and 4.OA.3 | 8-2: Estimating Quotients | 1 |  |
| 4.NBT.6 | 8-3: Dividing with Remainders | 2 | Use 1-digit dividends and divisors to model on day 1. |
| Differentiation Days | Reteach/Extend as needed | 1 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | January 3rd – January 14th |
| DATA ENTRY DUE DATE |  |  | January 14th |

**JANUARY (19 days)**

**TOPIC 8 – DIVIDING BY 2-DIGIT NUMBERS**

**TOPIC 9 – LINES, ANGLES, AND SHAPES**

Topic 8 (9 days), Topic 9 (8 days), Common Formative Assessment/CFA & Differentiation (2 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| 4.NBT.6 | **Topic 8**  8-4: Connecting Models and Symbols | 1 | Review 8-1 to 8-3 (taught in December) |
| 4.NBT.6 | 8-5: Dividing 2 Digit by 1 Digit Numbers | 1 |  |
| 4.NBT.6 | 8-6: Dividing 3 Digit by 1 Digit Numbers | 1 |  |
| 4.NBT.6 | 8-7: Deciding Where to Start Dividing | 1 | The core states that students must solve equations with 4 digit dividends.  There are not examples of this in the text.  Teachers should provide examples and practice of this skill for students, as it is not in the text. |
| **Gain familiarity with factors and multiples.** 4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. | 8-8: Number Sense: Factors  **\*5th grade** Topic 4-7: Understanding Factors | 2 | \*5th grade Topic Lesson 4.7 needed |
| 4.OA.4 | 8-9: Number Sense: Prime and Composite Numbers  **\*5th grade** Topic 4-8: Prime and Composite Numbers | 2 | \*5th grade Topic Lesson 4.8 needed |
| 4.0A.3 | 8-10: Problem Solving: Multiple-Step Problems | 1 |  |
| Differentiation Days | Reteach or extend as needed | 1 | Days for reteaching/differentiating either before or after testing. |
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| **Geometry: Draw and identify lines and angles and classify shapes by properties of their lines and angles** 4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.  Identify these in two-dimensional figures. **Geometric measurement: understand concepts of angle and measure angles.** 4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common end point and understand concepts of angle measurement. | **Topic 9**  9-1: Points, Lines and Planes 9-2: Line Segments, Rays, and Angles 9-3: Measuring Angles | 3 |  |
| 4.G.2 Classify two-dimensional figures based on the presence or absence of perpendicular lines or the presence or absence of angles of a specified size.  Recognize right triangles as a category and identify right triangles. | 9-4: Polygons 9-5: Triangles 9-6: Quadrilaterals | 3 |  |
| 4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts.  Identify line symmetric figures and draw lines of symmetry. | 19-5: Line Symmetry | 1 |  |
| 4.MD.5 | **\*19**-6: Rotational Symmetry | 1 | \*Topic 19.6 Rotational Symmetry is found in the Measurement and Data Domain of the Core. |
| Differentiation Days | Reteach or extend as needed | 1 | Days for reteaching/differentiating either before or after testing. |
| M-CBM TESTING WINDOW  (M-COMP & M-CAP) |  |  | January 10th – January 28th |
| CFA TESTING WINDOW |  |  | January 24th – February 4th |
| DATA ENTRY DUE DATE |  |  | February 4th |

**FEBRUARY (18 days)**

**TOPIC 10 – UNDERSTANDING FRACTIONS**

Topic 10 (14 days), Common Formative Assessment/CFA & Differentiation (4 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| 4.NF **Number and Operations--Fractions**  Extend understanding of fraction equivalence and ordering. | **Topic 10**  10-1: Regions and Sets 10-2: Fractions and Division | 3 | \*Use these lessons as review and introduction to fractions. \*Toss and Talk Practice Activity (see p. 219B) |
| 4.NF.1 Explain why a fraction 1/b is equivalent to a fraction (n x a)/(n x b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.  Use this principle to recognize and generate equivalent fractions. | 10-4:  Equivalent Fractions 10-5: Fractions in Simplest Form | 3 | \*Algebra Connection p.227 \*Think Together Practice Activity (see p. 227B) \*Teamwork Practice Activity (see p. 229B) \*Equivalent Fractions, Go to: <http://illuminations.nctm.org/ActivityDetail.aspx?ID=80> |
| **Build Fractions from unit fractions by applying and extending previous understandings of operations on whole numbers** 4.NF.3 Understand fraction a/b with a > 1 as a sum of fractions 1/b. | 10-6: Improper Fractions and Mixed Numbers | 2 | \*This lesson builds a foundation for future lessons (Topic 11) |
| **Extend understanding of fraction equivalence and ordering.** 4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2.  Recognize that comparisons are valid only when the two fractions refer to the same whole.  Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. | 10-7: Comparing Fractions 10-8: Ordering Fractions | 3 |  |
| Differentiation Days | Reteach or extend as needed | 4 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | February 21st – March 4th |
| DATA ENTRY DUE DATE |  |  | March 4th |

**MARCH (20 days)**

**TOPIC 11 – ADDING AND SUBTRACTING FRACTIONS**

**TOPIC 12 – UNDERSTANDING DECIMALS**

**TOPIC 14 – AREA AND PERIMETER**

Topic 11 (8 days), Topic 12 (6 days), Topic 14 (1 day), Common Formative Assessment/CFA & Differentiation (5 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| 4.NF.3 | 11-1: Adding and Subtracting Fractions with Like Denominators 10-5: Adding Mixed Numbers,  \***5th grade Topic** 10-6: Subtracting Mixed Numbers | 4 | \* 5th Grade Topic Lesson 10-6 needed |
| 4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. | **\*5th Grade Topic** 11-1: Multiplying Fractions with Whole Numbers | 4 | \*5th Grade Topic Lesson 11-1 needed |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
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| **Understand decimal notation for fractions, compare decimal fractions** 4.NF Decimals | 12-1: Decimal Place Value | 1 | \*Provides review or introduction to Decimals |
| 4.NF.7 Compare two decimals to hundredths by reasoning about their size.  Recognize the comparisons are valid only when the two decimals refer to the same whole.  Record the results of comparisons, <, =, > and justify the conclusions. | 12-2: Comparing and Ordering Decimals | 1 | Algebra Connections (p. 273) could be used to enrich teaching and prepare for understanding of algebra. |
| 4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. 4.NF.6 Use decimal notation for fractions with denominators 10 or 100. | 12-3: Fractions and Decimals | 2 | \*Fractions Model 1, Go to: <http://illuminations.nctm.org/ActivityDetail.aspx?ID=11> |
| 4.NF.6, and 4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit.  Represent measurement quantities using diagrams, such as number-line diagrams that feature a measurement scale. | 12-4: Fractions and Decimals on the Number Line | 2 |  |
| Differentiation Days | Reteach or extend as needed | 1 | Days for reteaching/differentiating either before or after testing. |
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| 4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. | 14-2: Area of Squares and Rectangles | 1 |  |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | March 28th – April 8th |
| DATA ENTRY DUE DATE |  |  | April 8th |

**APRIL (16 days)**

**TOPIC 14 – AREA AND PERIMETER**

**TOPIC 16 – MEASUREMENT, TIME, AND TEMPERATURE**

Topic 14 (4 days), Topic 16 (11 days), Common Formative Assessment/CFA & Differentiation (\*3 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| 4.MD.3 | **Topic 14**  14-3: Measurement: Area of Irregular Shapes | 1 | Teach only problems calculating area and perimeter of *rectangular irregular shapes* |
| 4.MD.3 | 14-6: Measurement: Perimeter | 1 |  |
| 4.MD.3 | 14-7: Measurement: Same Perimeter, Different Area | 1 |  |
| 4.MD.3 | 14-8: Same Area, Different Perimeter | 1 |  |
| Differentiation Days | Reteach or extend as needed | 1 | Days for reteaching/differentiating either before or after testing. |
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| 4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36). | **Topic 16**  16-1: Measurement: Using Customary Units of Length | 1 |  |
| 4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. | 16-2: Measurement: Customary Units of Capacity | 1 |  |
| 4.MD.1 & 4.MD.2 | 16-3: Measurement: Units of Weight | 1 |  |
| 4.MD.1 & 4.MD.2 | 16-4: Measurement: Changing Customary Units | 1 |  |
| 4.MD.1 & 4.MD2 | 16-5: Measurement: Using Metric Units of Lengths | 1 |  |
| 4.MD.1 & 4.MD2 | 16-6: Measurement: Metric Units of Capacity | 1 |  |
| 4.MD.1 & 4.MD2 | 16-7: Measurement: Units of Mass | 1 |  |
| 4.MD.1 & 4.MD2 | 16-8: Measurement: Changing Metric Units | 1 |  |
| 4.MD.1 & 4.MD2 | 16-9: Measurement: Units of Time | 1 |  |
| 4.MD.1 & 4.MD2 | 16-10: Measurement: Elapsed time | 1 |  |
| 4.MD1 & 4.OA3 | 16-12: Problem Solving: Work Backward | 1 |  |
| Differentiation Days | Reteach or extend as needed | \*2 | Days for reteaching/differentiating either before or after testing.  \*Differentiate for this Topic in MAY |
| CFA TESTING WINDOW |  |  | April 25th – May 6th |
| DATA ENTRY DUE DATE |  |  | May 6th |

**MAY (21 days)**

**TOPIC 17 – DATA AND GRAPHS**

**TOPIC 18 – EQUATIONS**

Topic 17 (2 days), Topic 18 (3 days), Review 4th grade Core and Prep 5th grade Core (11 days)

Common Formative Assessment/CFA & Differentiation (5 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| 4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection. | 17-3: Statistics: Line Plots | 2 | Envision only gives examples of whole number line plots, the core requests students to use fractions in line plots. Here is a lesson resource: http://illuminations.nctm.org/LessonDetail.aspx?ID=L342 Fun with Fractions Lessons 5 & 6 |
| 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. | 18-1: Algebra: Equal or Not Equal | 1 |  |
| 4.OA.2 | 18-2: Algebra: Solving Addition and Subtraction Equations | 1 |  |
| 4.OA.2 | 18-3: Algebra: solving Multiplication and Division Equations | 1 |  |
| End of Year Review and Assessments |  | 11 | \*Suggested topics to prepare for 5th Grade: **5th grade Topics:**  Topic 1 Numeration  Topic 3 Multiplying Whole Numbers  Topic 4 Dividing by 1-Digit Divisors  Topic 9 Fractions and Decimals For additional Multiplication Activities, Go to: <http://www.multiplication.com/classroom_games.htm>   For additional Fraction Math Games, go to: <http://www.coolmath4kids.com/> |
| Differentiation Days | Reteach or extend as needed | 5 | Days for reteaching/differentiating either before or after testing. |
| M-CBM TESTING WINDOW  (M-COMP & M-CAP) |  |  | May 9th – May 27th |
| CFA TESTING WINDOW |  |  | May 25th – June 8th |
| DATA ENTRY DUE DATE |  |  | June 8th |